

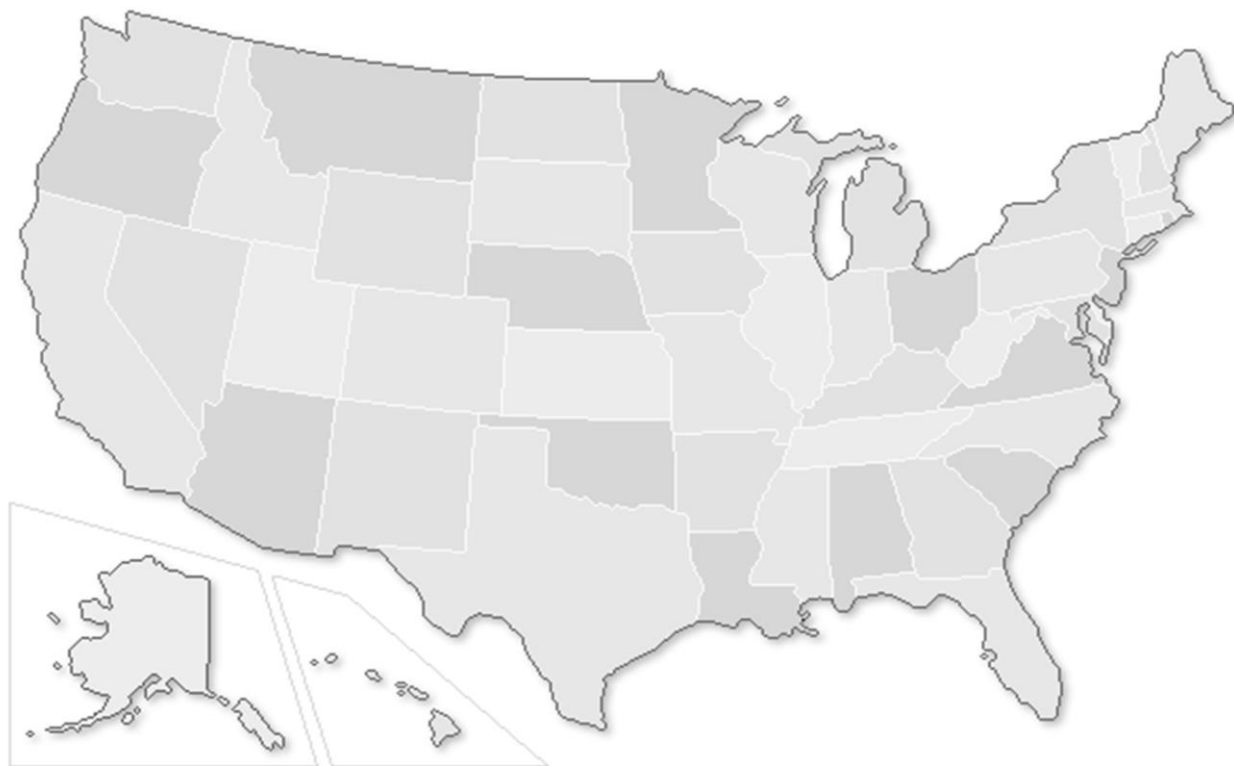


Project-Based Learning  
Series: May 11-14, 2020

Day 1: Introduce and  
Prepare



# Where Are You?





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# Disclaimer

The background of the slide is a photograph of a teacher, a woman with dark hair, leaning over a desk and looking at a book. Two students, a girl with long brown hair and a boy with short brown hair, are also looking at the book. The teacher is pointing at the book with her right hand. The students are looking down at the book with interest.

# Project-Based Learning: Introduce and Prepare



Phase 1 • May 11, 2020



# Facilitators



**Yana List**

*Education Specialist*



**Andrew Francis**

*Education Specialist*



# Chat Facilitators



**Jenn Conner**

*Lead Education Specialist*



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*Lead Training Specialist*



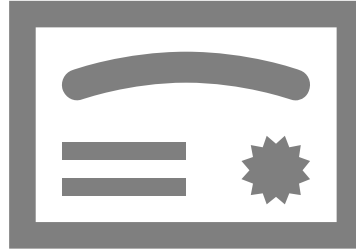
# Using Zoom

 raise hand     yes     no     go slower     go faster     more





# Certificates



- One for each virtual event
- Emailed within one week





# The Series

Introduce and Prepare: Mon. May 11<sup>th</sup>

Design and Implement: Tues. May 12<sup>th</sup>

Celebrate, Reflect and Assess: Wed. May 13<sup>th</sup>

Putting It All Together – Successful PBL in Action: Thur. May 14<sup>th</sup>

1pm ET



# Session Objectives



**1**

Overview the three phases of project-based learning.



**2**

Learn and recognize the benefits of PBL.



**3**

Use authentic resources and tools to develop and implement Phase 1 of PBL.





# PBL Defined



A learning approach where students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem or challenge.





# Why PBL Is For You



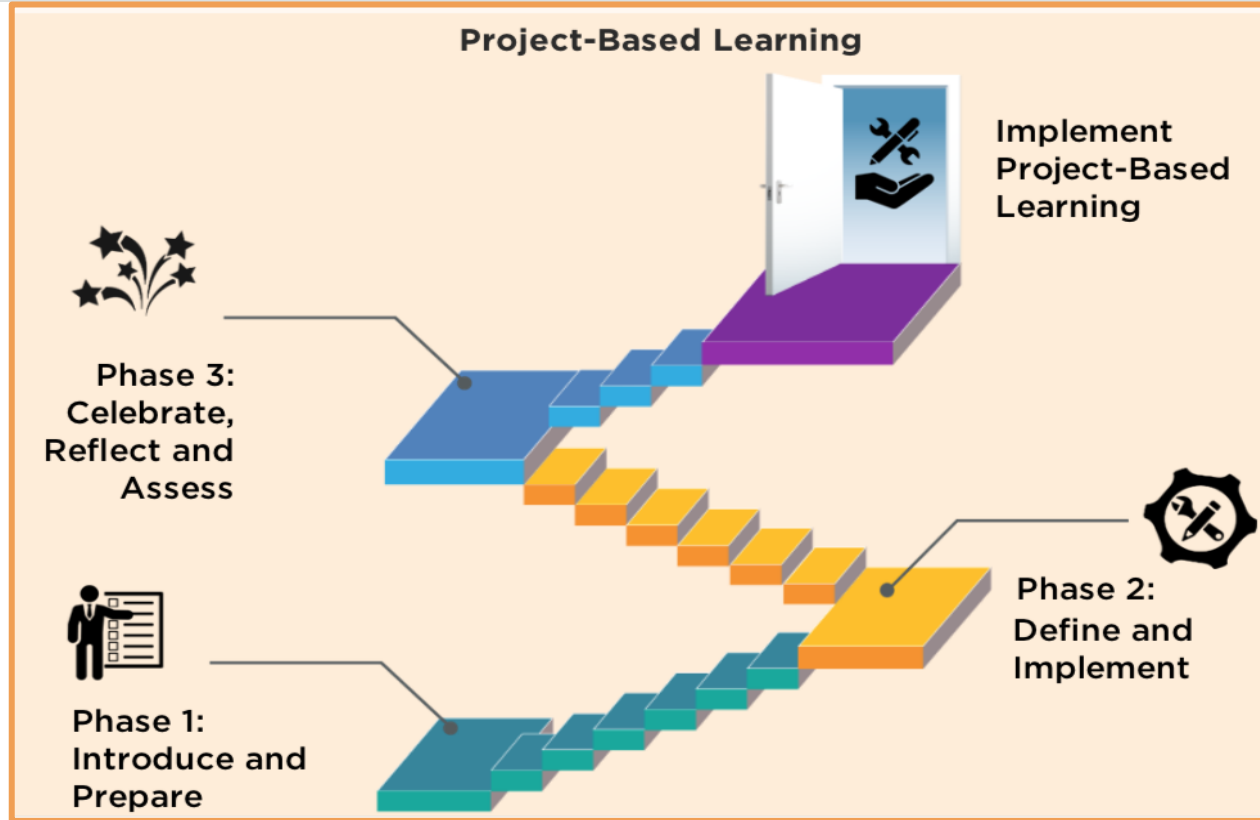


# Benefits of PBL

**POLL**



# Three Phases of Project-Based Learning





# Steps Checklist

## 15 Steps



### Phase 1: ✓

#### Introduce and Prepare

1. Capture Student Voice and Choice
2. Introduce the Topic
3. Map Knowledge and Wonders
4. Choose an Inquiry Direction
5. Help Students Make Connections to Real Life
6. Craft a Driving Question



### Phase 2: ✓

#### Define and Implement

7. Develop a Project Idea
8. Assign Roles and Group Students
9. Create a Plan of Action
10. Determine Project Tasks and Develop a Timeline
11. Gather Authentic Tools and Resources
12. Facilitate the Plan



### Phase 3: ✓

#### Celebrate, Reflect and Assess

13. Celebrate With a Culminating Event
14. Document the Learning
15. Reflect and Assess



# Implementation Planning Checklist

You for Youth | Project-Based Learning

## Implementation Planning Checklist

### ☐ Phase 1: Introduce and Prepare

- ☐ Step 1: Capture Student Voice and Choice
- ☐ Step 2: Introduce the Topic
- ☐ Step 3: Map Knowledge and Wonders
- ☐ Step 4: Choose an Inquiry Direction
- ☐ Step 5: Help Students Make Connections to Real Life
- ☐ Step 6: Craft a Driving Question

### ☐ Phase 2: Define and Implement

- ☐ Step 7: Develop a Project Idea
- ☐ Step 8: Assign Roles and Group Students
- ☐ Step 9: Create a Plan of Action
- ☐ Step 10: Determine Project Tasks and Develop a Timeline
- ☐ Step 11: Gather Authentic Tools and Resources
- ☐ Step 12: Facilitate the Plan

### ☐ Phase 3: Celebrate, Reflect and Assess

- ☐ Step 13: Celebrate With a Culminating Event
- ☐ Step 14: Document the Learning
- ☐ Step 15: Reflect and Assess







# Project-Based Learning Wall



You for Youth | Project-Based Learning

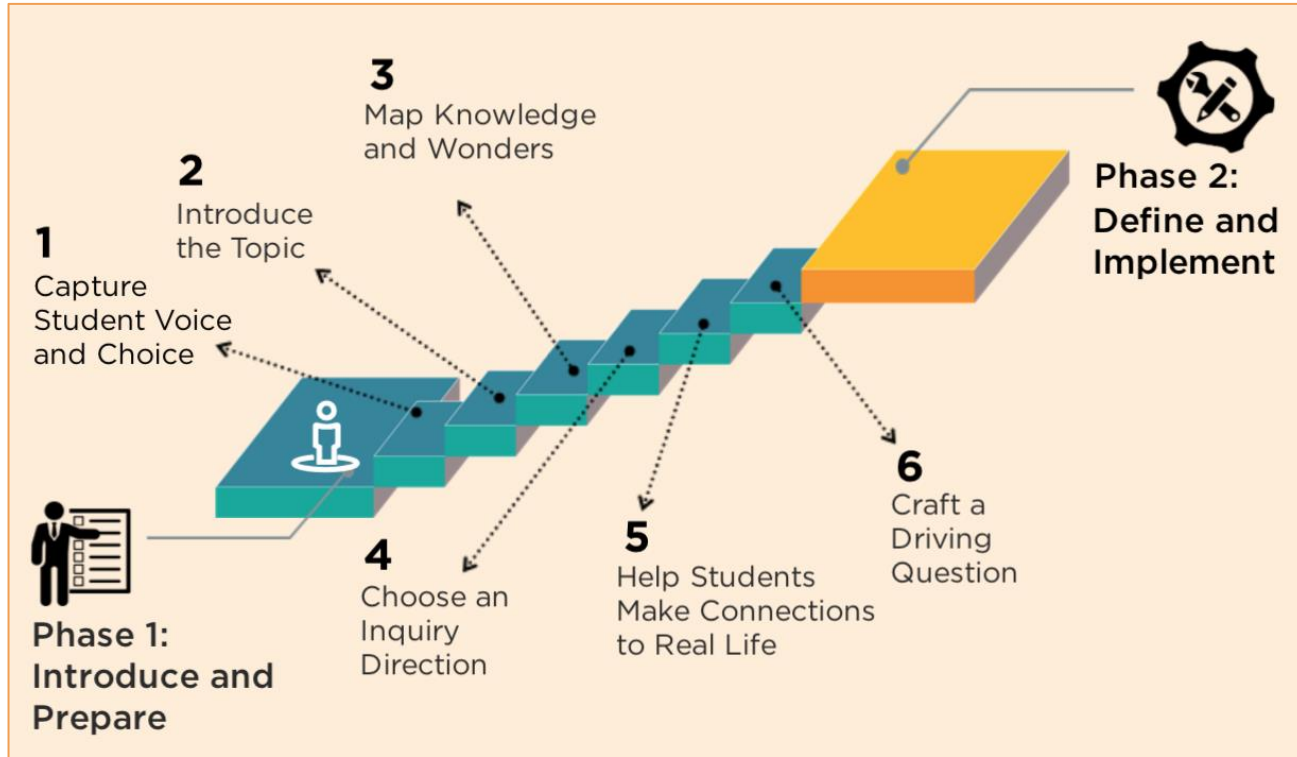
1

## PROJECT-BASED LEARNING WALL

<b>Title:</b>  <b>Topic:</b>  <b>Driving Question:</b>	<b>Project Idea</b>  <b>Product:</b>  <b>Authentic Audience:</b>  <b>Product Tasks:</b>	<b>Culminating Event:</b>
		<b>Document the Learning:</b>
<b>What I Wonder:</b>	<b>Roles and Assignments:</b>	<b>Reflection and Feedback:</b>
<b>Hook Description:</b>		<b>Authentic Tools and Resources:</b>
<b>Real-World Connection:</b>	<b>Task Timeline:</b>	
	<b>Assessment Tool:</b>	



# Phase 1: Introduce and Prepare





# Beginning

**Step 1:** Capture Student Voice & Choice Data

**Step 2:** Introduce the Topic





# PBL Expert



Kathleen Bethke



# Sample Activity Selection Form

## Enrichment Cluster Elementary Campuses 2020 Monday & Wednesday Enrichment

*Please select your top 3 choices. Placement will be made on a first come first basis.*

### My Community (K-1<sup>st</sup>)

Are you curious about how things work in your town? Who runs this city, come from, who paints stripes on our streets? Join this cluster and learn about people who help us.

### Readers Theatre I (K-1<sup>st</sup>) (2<sup>nd</sup>-3<sup>rd</sup>) (4<sup>th</sup>-5<sup>th</sup>)

Do you love to play the characters you read about in books? This cluster is for you to show your talent and share you show with others.

### Game Zone (K-1<sup>st</sup>)

Come create and play games with mathematics. What makes a good game been used? Discover the answer to these questions as you invent the new game to play.

### Music & Movement (K-1<sup>st</sup>)

Are you tired of being told to stay still & sit down? You won't be in this cluster. Come join the All Stars as they make a plan to stomp out drug use.

### All- Stars (2-3<sup>rd</sup>)

Do you believe drugs & alcohol are bad? Want to help your friends say No? Come join the All Stars as they make a plan to stomp out drug use.

### Spring Training (2<sup>nd</sup>-3<sup>rd</sup>)

Come get fit! Discover how to take care of your mind and body by eating active. This cluster will include cooking and sports.

### Visual Arts Society (2<sup>nd</sup>-3<sup>rd</sup>)

So you want to be an artist? Come to this cluster and turn on your imagination. Explore different art mediums and show off your ability at a showcase.

### Meteorologist Society (2<sup>nd</sup>-3<sup>rd</sup>)

The sky is the limit in this cluster! Want to discover how hurricanes begin changing? Join this group and make your own weather predictions.

## Activity Schedule Middle School 2020 Monday & Wednesday Enrichment

*Please select your top 3 choices. Placement will be made on a first come first basis.*

### Animation Station

Create your own cartoon or comic book in this cluster! You will explore all the key elements needed to begin producing a comic character. After investigating the history of cartooning, you will be ready to create your own.

### Cyber Sleuths

Love surfing the web or want to learn more about surfing? Come join our group and discover how to locate all the best Internet sites for teens and create resources for others to use.

### What's your game?

Come create and play games with mathematics. What makes a good game and how are they played? Discover the answer to these questions as you invent the new game everyone wants to play.

### Youth Activism Club

Tired of adults making all the decisions? Believe your opinion should matter? This group believes that minors can play a MAJOR ROLE in solving critical issues. Come join us as we become advocates for change.

### All American Teen

Everything you need or want to know about moving from your teens to young adulthood. Come to this cluster and explore how to make a great first impression, how to decide on a career, how to be successful, and much more!

### REACH

Are you interested in making a difference in this world? Join this cluster and discover how your talents can be used to bring joy and comfort to others?



# Sample Program Schedule



You for Youth | Managing Your 21<sup>st</sup> CCLC Program

2

## Sample Program Schedule

**Part 2: Plan your program schedule.** Use the framework below for reference as you to plan your program's schedule.

Consider:

<ul style="list-style-type: none"><li>• Program Goals</li><li>• Intentional Enrichment &amp; Recreation</li><li>• Activity Delivery</li></ul>	<ul style="list-style-type: none"><li>• Time Allotted for Each Academic Area</li><li>• Field Trips</li></ul>	<ul style="list-style-type: none"><li>• Group Gathering</li><li>• Transition Times</li><li>• Meals</li></ul>
---	--	--

Time	Monday	Tuesday	Wednesday	Thursday	Friday
4:00 p.m.	Weekly Goal Setting	Snack/ Daily Check-In	Snack/ Daily Check-In	Snack/ Daily Check-In	Weekly Goal Review
4:30 p.m.	Tutoring/ Homework Help	Project Brainstorming	Tutoring/ Homework Help	Project Brainstorming	Tutoring/ Homework Help
5:00 p.m.	Project Work Time	Group Challenge Activity	Project Work Time	Group Challenge Activity	Project Work Time
5:45 p.m.	Session Reflection/ Feedback	Session Reflection/ Feedback	Session Reflection/ Feedback	Session Reflection/ Feedback	Weekly Goal Review/Week Celebration
6:00 p.m.	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal



# Step 2: Introduce the Topic

What's  
your  
pick?



## Elementary

**Title:** What's Bugging You?

**Description:**

Come explore the wide world of insects. Discover why they exist, where they live, and how to keep them from "bugging" you.



## Middle School

**Title:** What Is the Problem?

**Description:**

Come and learn about current events that are affecting you, your classmates, your community, our nation and our world! Become a journalist, columnist or news reporter and tell your own opinions and ideas.



## High School

**Title:** American Teen

**Description:**

You have a voice and the power to make a positive change in your community and in lives of your peers. Be a part of something big and join us in helping making our world a better place!





# Step 2: Introduce the Topic



## Elementary **What's Bugging You?**



Discover why they exist, where they live, and how to keep them from “bugging” you.



**Go on a scavenger hunt** around the campus or neighborhood and collect as many different types of bugs as possible.



**Invite a guest speaker**, such as an entomologist, to make an in person or virtual visit in person or virtually to share what they do and give students interesting facts to think about.



**Use a short video** like **this one** to get students excited and thinking about their study of bugs.



**Put authentic tools** such as an insect net, collection vials, forceps and bait containers, on a table and have students discuss how they're supposed to be used. Search “authentic tools for entomologists” for more ideas.







# Building Your PBL Wall

You for Youth | Project-Based Learning 1

## PROJECT-BASED LEARNING WALL

Title: Topic: Driving Question:	Project Idea Product: Authentic Audience: Product Tasks:	Culminating Event:
What I Wonder:	Roles and Ass	
Hook Description:	Task Timeline	
Real-World Connection:	Assessment T	

Title: What's Bugging You?

Topic: Bugs

Driving Question:





# Step 3: Map Knowledge and Wonders

What do I know?

Bugs

Ants can carry a lot of weight

Some fly

Caterpillars turn into butterflies

Bees make honey

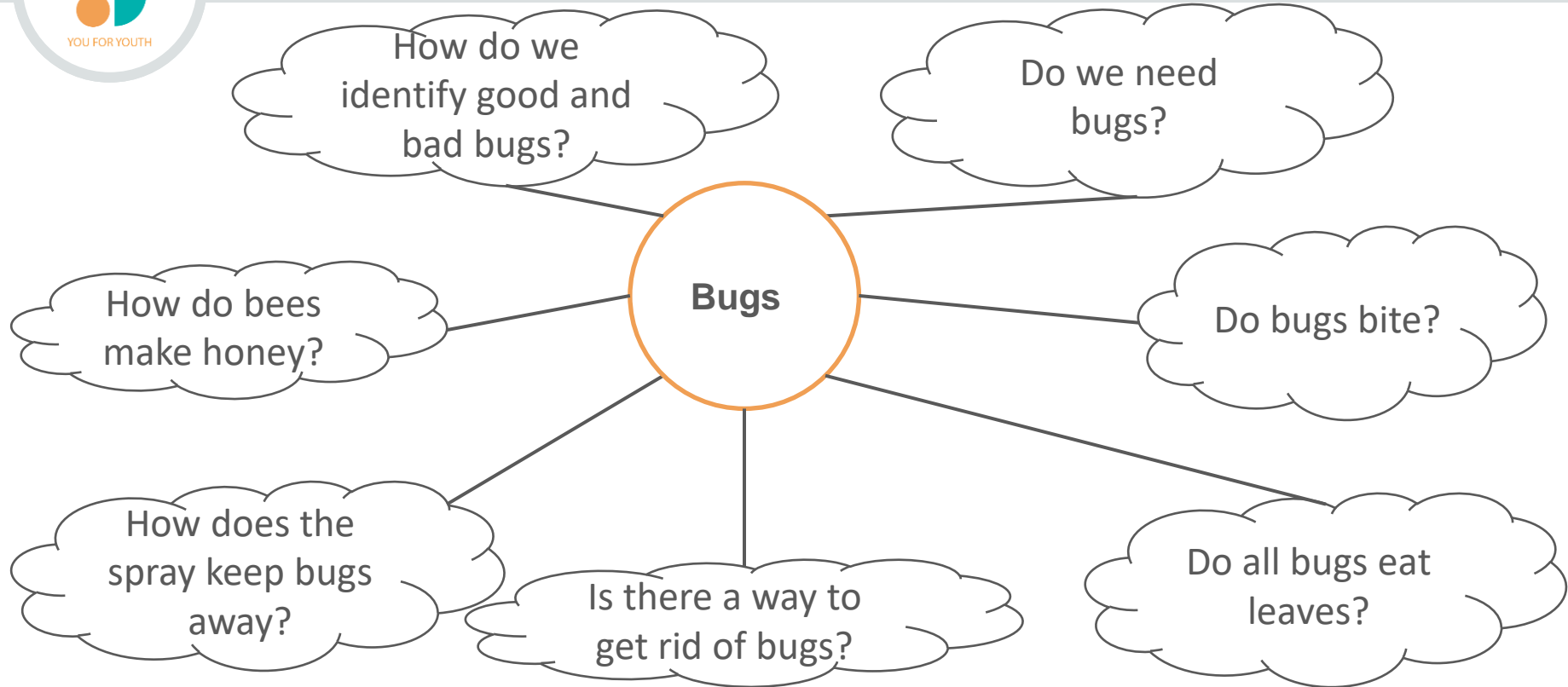
Spiders have 8 legs

Birds and lizards eat them



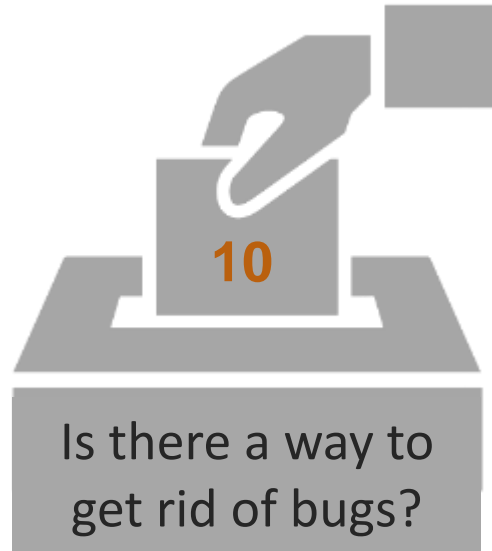


# Step 3: Map Knowledge and Wonders





## Step 4: Choose an Inquiry Direction





# Step 2: Introduce the Topic



## Middle School What Is The Problem?



Come and learn about current events that affect you, your classmates, your community, our nation and our world! Become a journalist, columnist or news reporter and present facts, provide your own opinions and come up with new ideas.



**Go on a scavenger hunt** through newspapers, magazines, Internet articles and social media to find out what's happening around the world. Have students categorize their findings and think about what affects them the most.



**Invite a guest speaker**, such as a local news reporter or columnist, to make an in-person or virtual visit to share what they do and give students interesting facts to think about.



**Use a short video** on the current events from the past day or so to get students thinking about those events and the impacts they may have.



**Put authentic tools** such as a camera, notebook and pencil, microphone, and voice recorder on a table and let students discuss how they think they are supposed be used.





# Building Your PBL Wall

You for Youth | Project-Based Learning 1

## PROJECT-BASED LEARNING WALL

Title:	Project Idea	Culminating Event:
Topic:	Product:	
Driving Question:	Authentic Assessment:	
	Product Task:	
What I Wonder:	Roles and Responsibilities:	
Hook Description:	Task Timeline:	
Real-World Connection:	Assessment:	

Title: What is the problem?

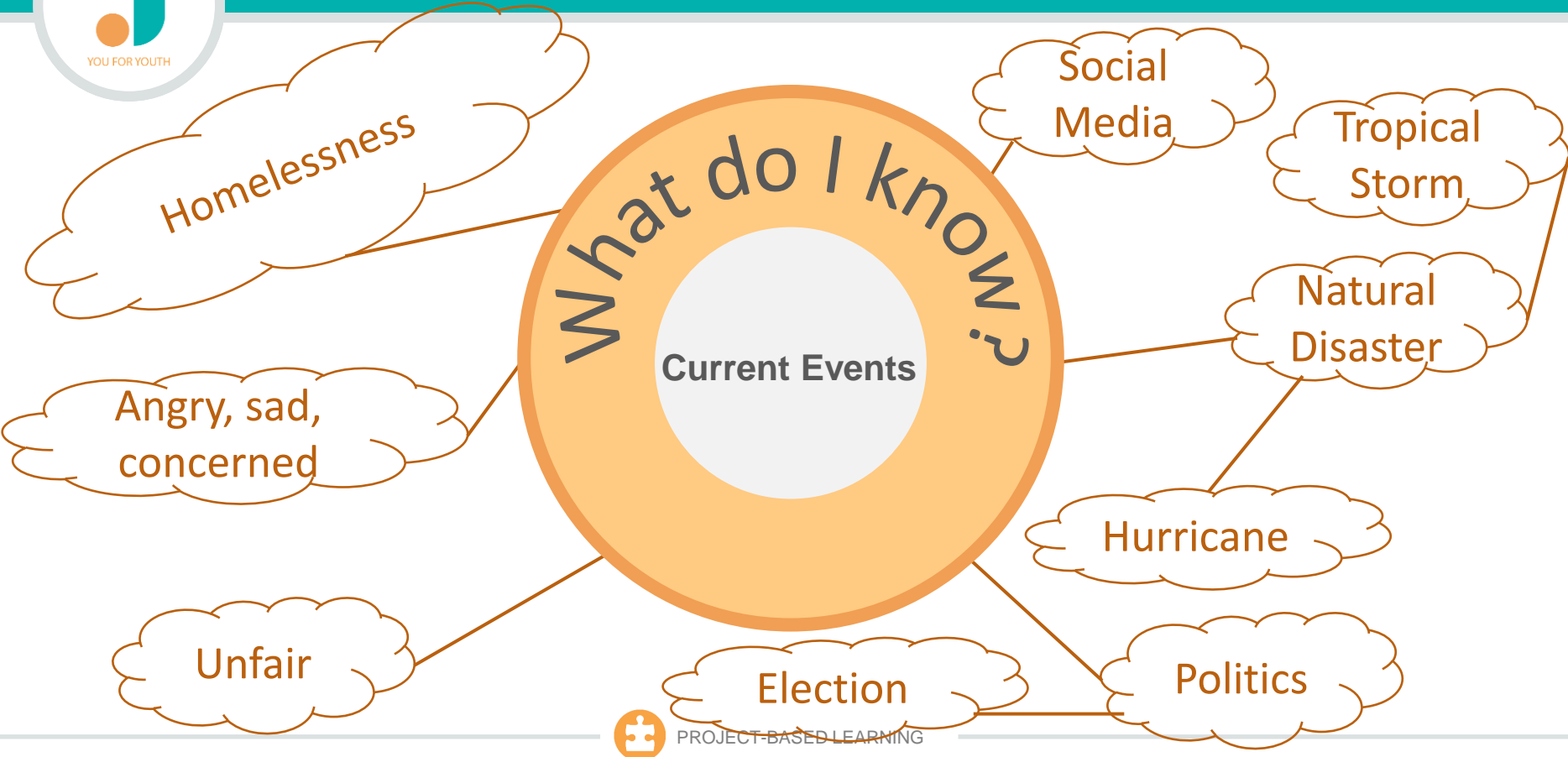
Topic: Current Events

Driving Question:



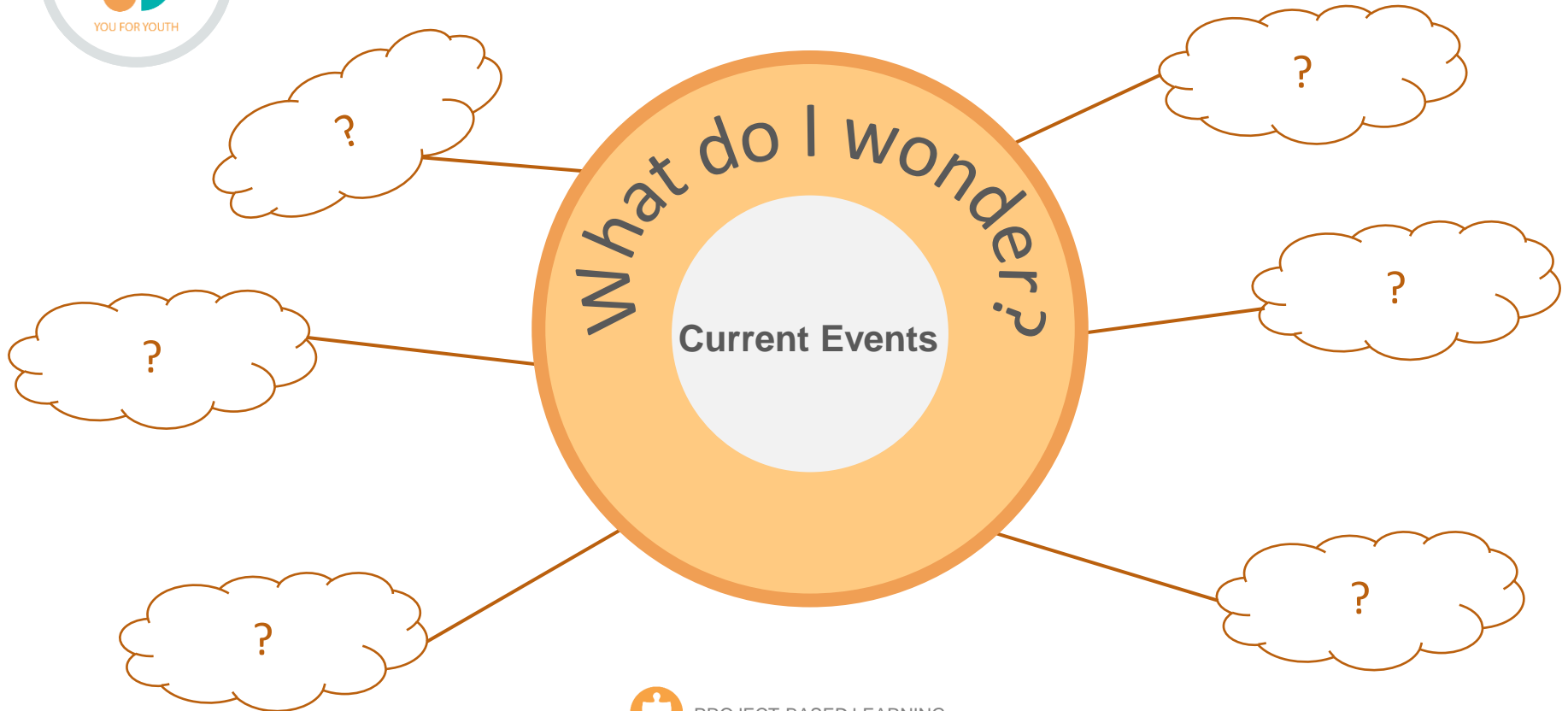


# Step 3: Map Knowledge and Wonders





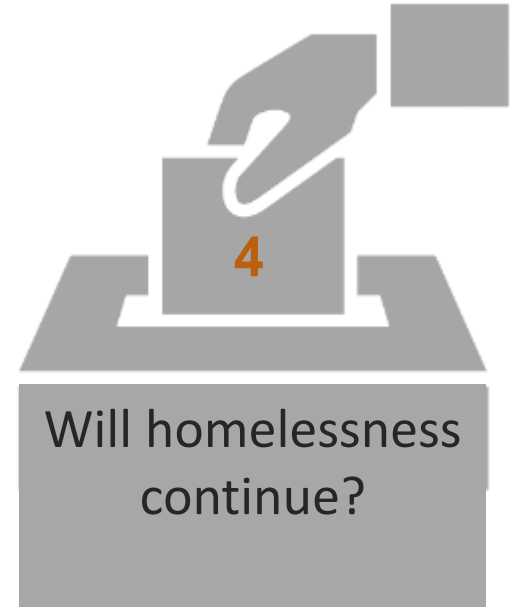
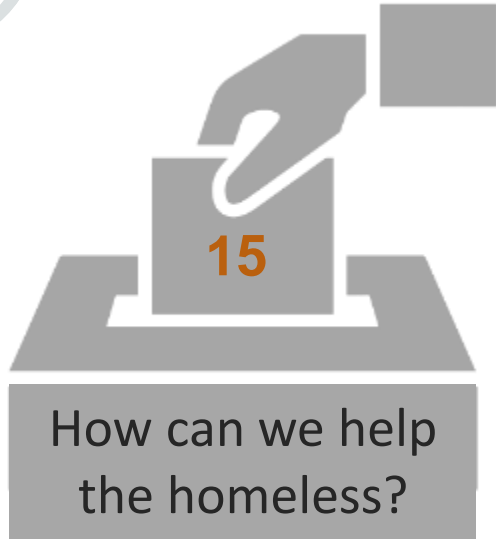
# Step 3: Map Knowledge and Wonders







# Step 4: Choose an Inquiry Direction





# Step 2: Introduce the Topic

## High School: **American Teen**



You have a voice and the power to make a positive change in your community and in lives of your peers. Be part of something big and help us make our world a better place!



**Go on a scavenger hunt** throughout the campus. Have students look through magazines to collect images and words that describe and illustrate the careers they want or what defines success to them.



**Invite a guest speaker** in the field of youth development or students who have overcome challenges in their lives and are willing to share their own experiences.



**Use a short video.** Using search words such as “video and youth making a difference” to identify some inspiring videos to share with your students to get them excited and thinking about how they can make an impact.



**Put authentic tools** such as blogging software, graphic art software, video cameras, voice recorders, how-to books on persuasion and survey tools on program electronic devices. The goal is to encourage students to start thinking about why they might need these tools and how they might be used to share information and ideas.





# Building Your PBL Wall

You for Youth | Project-Based Learning 1

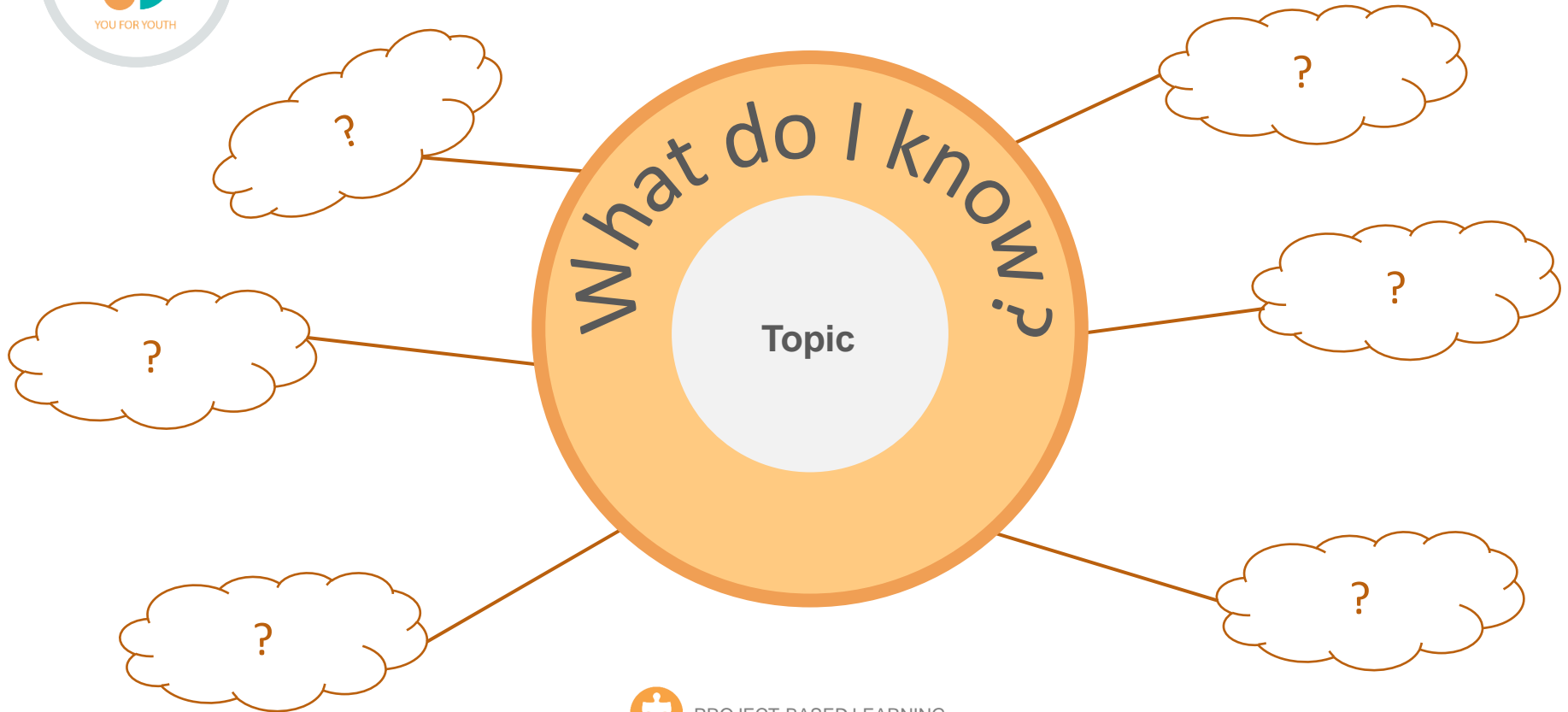
**PROJECT-BASED LEARNING WALL**

Title: Topic: Driving Question:	Product:	Project Idea	Culminating Event:
	Title: American Teen  Topic: Problems Teens Face  Driving Question:		
What I Wonder:			
Hook Description:			
Real-World Connection:			
	Assessment Tool:		



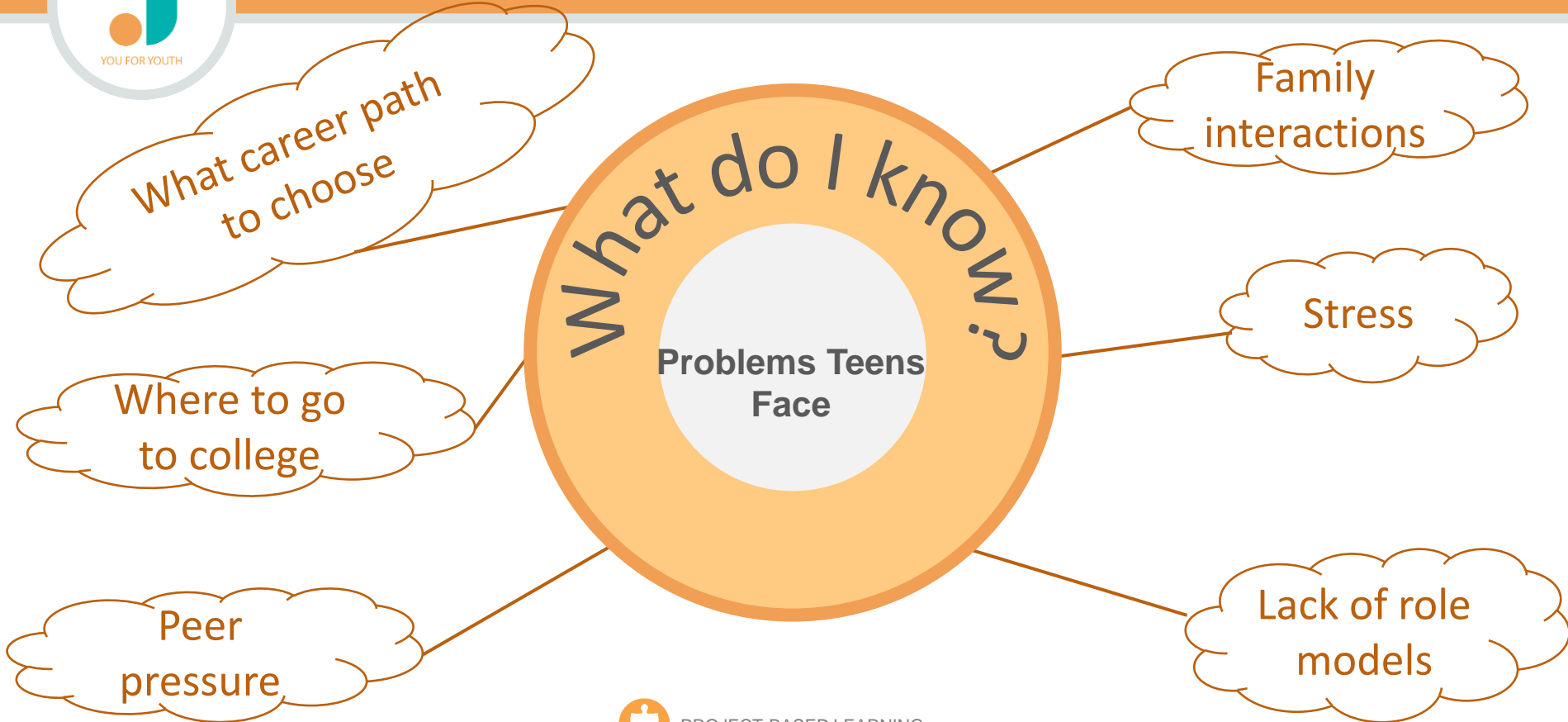


# Step 3: Map Knowledge and Wonders



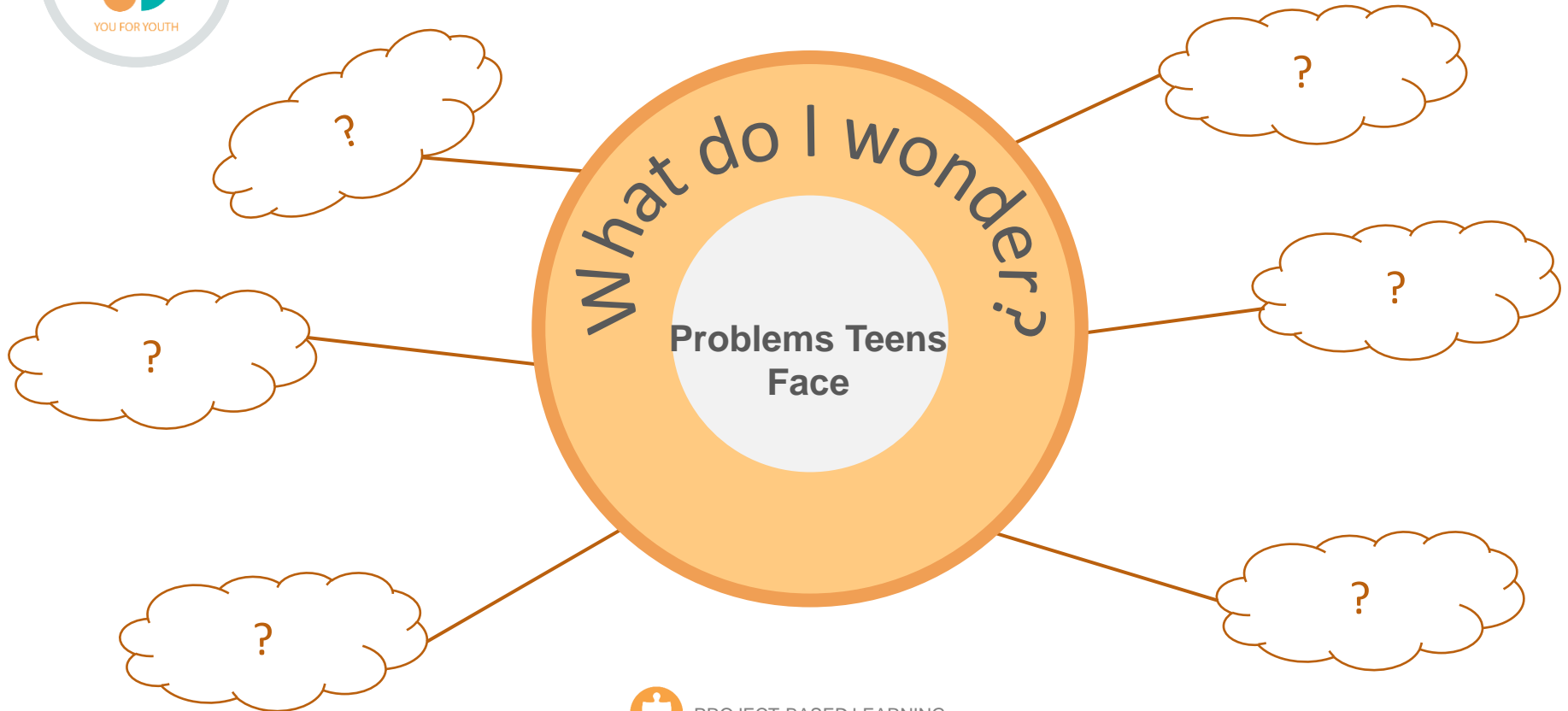


# Step 3: Map Knowledge and Wonders



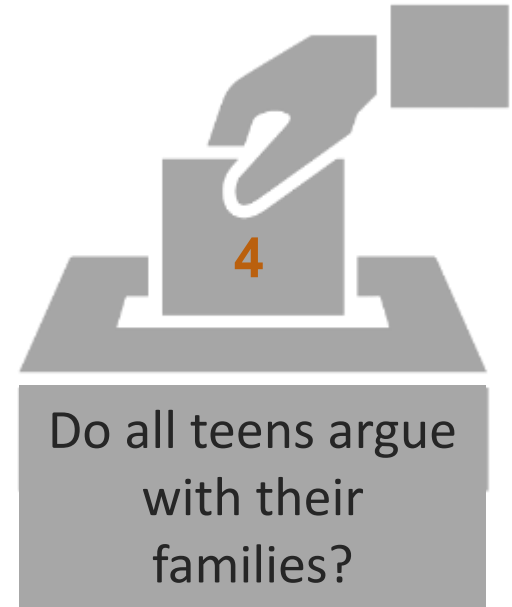
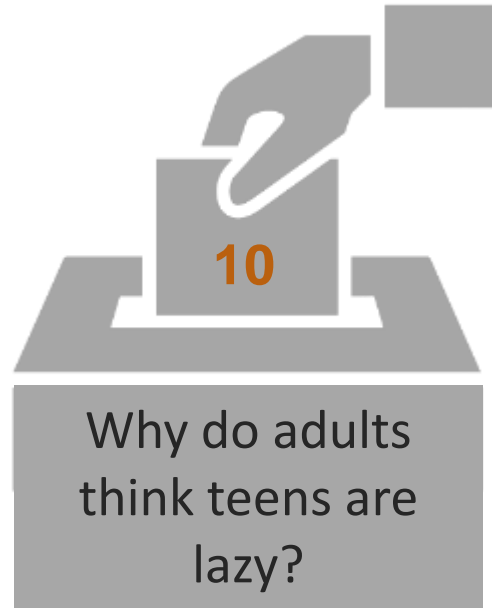
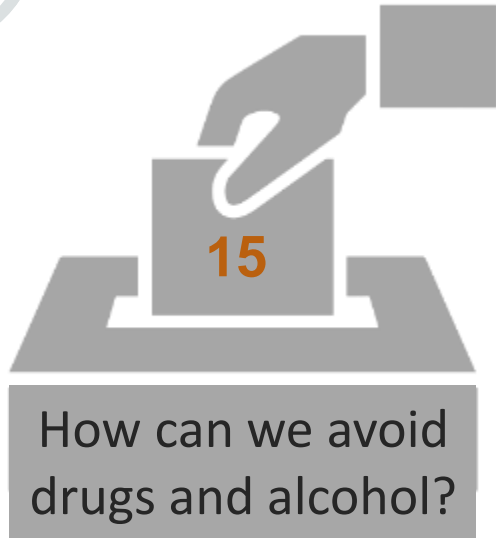


# Step 3: Map Knowledge and Wonders





# Step 4: Choose an Inquiry Direction





## Step 5: Help Students Make Connections to Real Life







# Connecting to Real Life

## Elementary – What's Bugging You?

- What have you seen your neighbors or families use to get rid of bugs?
- What bugs have you noticed in your neighborhood?





# Connecting to Real Life

## Middle – Home is Where the Heart is

- Why do you think the articles you've read about homelessness affect you, your family and the community?
- Have you ever seen a homeless person in your community?





# Connecting to Real Life

## High School – Stop the Madness

- Have you witnessed drug or alcohol use in your community?
- Why do you think you should care about avoiding drugs and alcohol?





## Guiding Questions

	Remember	Understand	Apply	Analyze	Evaluate	Create
	<i>Remembering previously learned information</i>	<i>Demonstrating an understanding of facts</i>	<i>Applying knowledge to actual situations</i>	<i>Breaking down knowledge into smaller parts and finding evidence to support theory</i>	<i>Grouping smaller ideas together into a new whole or proposing alternative solutions</i>	<i>Making and defending judgements based on internal and external criteria</i>
Guiding Questions	What happened after...?	Can you write in your own words...?	Do you know another instance where...?	Which events could have happened...?	Can you design a ... to ...?	Is there a better solution to...?
	How many...?	Can you write a brief outline...?	Could this have happened in...?	If ... happened, what might the ending have been?	Why not compose a song about...?	Judge the value of...
	Who was it that...?				Can you see a possible solution to...?	Can you defend your position about...?
	Can you name the...?	What do you think could have happened next...?	Can you group by characteristics such as...?	How was this similar to...?	If you had access to all resources how would you deal with...?	Do you think ... is a good or a bad thing?
	Describe what happened at...?	Who do you think...?	What factors would you change if...?	What was the underlying theme of...?	Why don't you devise your own way to deal with...?	How would you have handled...?
	Who spoke to...?	What was the main idea...?	Can you apply the method used to some experience of your own...?	What do you see as other possible outcomes?		What changes to ... would you recommend?
	Can you tell why...?	Who was the key character...?		Why did ... changes occur?	What would happen if...?	Do you believe?
	Find the meaning of...?	Can you distinguish between...?	What questions would you ask of...?	Can you compare your ... with that presented in...?	How many ways can you...?	Are you a ... person?
	What is...?	What differences exist between...?	From the information given, can you develop a set of instructions about...?	Can you explain what must have happened when...?	Can you create new and unusual uses for...?	How would you feel if...?
	Which is true or false...?	Can you provide an example of what you mean...?	Would this information be useful if you had a ...?	How is ... similar to ...?	Can you develop a proposal that would...?	How effective are...?
		Can you provide a definition for...?		What are some of the problems of...?		What do you think about...?
				Can you distinguish between...?		





# Step 6: Craft a Driving Question

A Driving Question  
**Guides The Learning**  
for both students and staff



PROJECT-BASED LEARNING



# Driving Questions

I have written Driving Questions before.



Yes



No





# Qualities of a Good Driving Question





# Step 6: Craft a Driving Question

Before: How many homeless adults and children are in my community?







# Step 6: Craft a Driving Question





# Step 6: Craft a Driving Question

After: How can we, as social workers, help our community members to support those who are homeless?





# Driving Question

How

Researchers

Teach

Personal Health Safety

The Public

How

Artists

Express

Personal viewpoint

To our peers





- ### Step 4: Choose an Inquiry Direction

This is where you help students focus their thoughts. One approach is to let students vote on the “wonder” they most want to explore. At this point, students have not chosen their project yet. Although they may vote on only one “wonder,” it is likely that the students will get to explore all of the “wonders” in some way during project facilitation. How will you get students to choose a “wonder”? There is also space for you to brainstorm other ideas!

  - ☐ Vote by show of hands
  - ☐ Use an online polling tool
  - ☐ Paper vote (ballot)
  - ☐ Students get into groups based on their choice

### Step 6: Craft a Driving Question

Crafting the driving question is the most important part of any project-based learning activity. The qualities of a good driving question are listed below, along with the components of a driving question. There is also room for you to practice writing a driving question. Use the qualities as a reference.

Each driving question should include these components:

  - ☐ **Question phrase:** “How can we...?” “What can we...?”
  - ☐ **Role:** Having students take on the persona of someone who would do work around their topic makes it more authentic. It also allows you to embed those college and career readiness skills that are so important. For example, students could be scientists, advocates, teachers, doctors or many other things.
  - ☐ **Verb:** Students think about the action they want to take. For example, the students will teach, prepare, support, reach out, share or conduct another activity. This is the meat of your driving question. This is how students will apply the new knowledge and create something to share and teach to others.
  - ☐ **Topic:** What is the topic your students wanted?
  - ☐ **Audience:** Students need to decide who would be interested in their findings. Remember what happened during step 5, when your students connected the topic to their lives — this can help to determine that audience.

### Students Make Connections to Real Life

Make connections between their projects and real life is very important to full project. To start student thinking about how to connect their projects to practice to facilitate with guiding questions. These guiding questions will be out the connections on their own — they are the ones doing the work! Examples of guiding questions around a new project idea: What is your own? What are the guiding questions you would use from the ones listed below, and come up with your own?

of immigration? If so, what do you know about it?

an immigrant is?

who is an immigrant?

*Qualities of a Good Driving Question: Check the ones you want explore more.*

<input type="checkbox"/> <b>Complex:</b> Students cannot answer with a simple yes or no.	<input type="checkbox"/> <b>Challenging:</b> It will involve higher-order thinking skills.
<input type="checkbox"/> <b>Real World:</b> It is directly related to their community.	<input type="checkbox"/> <b>Substantial:</b> Inspires students to reflect on the important ideas and information rather than just doing a cursory review.
<input type="checkbox"/> <b>Open-Ended:</b> There isn't just one answer to the question.	<input type="checkbox"/> <b>Intriguing:</b> The question creates a compelling “need to know.”
<input type="checkbox"/> <b>Actionable:</b> Students are challenged to make decisions about what they can do.	<input type="checkbox"/> <b>Provocative:</b> The question involves investigation and allows for new discoveries.
<input type="checkbox"/> <b>Relevant:</b> This is about people they know, or something related to their world.	

Use the Y4Y tools, *Qualities of a Good Driving Question* and *Crafting Your Driving Question*, to help when you develop your driving question with your students.





# Facilitators Packet



HOME

GET STARTED ▾

LEARN ▾

TECHNICAL ASSISTANCE

RESOURCES ▾

STEM INITIATIVES ▾



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Online Professional Learning and  
Technical Assistance for  
21st Century Community Learning Centers





# Questions





# Session Objectives



**1**

Overview the three phases of project-based learning.



**2**

Learn and recognize the benefits of PBL



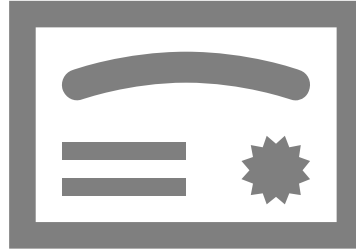
**3**

Use authentic resources and tools to develop and implement Phase 1 of PBL





# Certificates



- One for each virtual event
- Emailed within 1 week





# Contact

Visit [y4y.ed.gov](https://y4y.ed.gov)

[y4ywebinars@seiservices.com](mailto:y4ywebinars@seiservices.com)